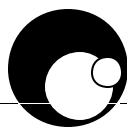


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**I N D I A N A P R O F E S S I O N A L S T A N D A R D S B O A R D****Friday Update: November 22, 2002****Testing Rule**

At the meeting on November 20, the IPSB approved 515 IAC 1-4-1 testing requirements and exemptions. The rule must be signed by the attorney general and the governor and then filed with the secretary of state. The rule goes into effect 30 days after filing with the secretary of state.

**Effective September 1, 2003**, the minimum acceptable score for the Praxis II **Elementary Education: Curriculum, Instruction, and Assessment** specialty area test will be **165**.

**Effective February 1, 2003**, the Praxis II **School Leaders Licensure Assessment** will be required for an original administrator's license. The minimum acceptable score will be **158**. This score will be in effect until December 31, 2004. After January 1, 2005, the minimum acceptable score will be 165.

**Substitute Teacher Permit Rule**

The board also approved the substitute teacher's permit rule that formalizes the substitute teacher license pilot project that has been in effect the past few years.

**Clarification on Administration License Recommendations**

Beginning February 1, 2003, all applicants receiving an administration license for the first time under Rule 46-47 or Rules 2002 will be required to successfully complete the School Leaders Licensure Assessment (SLLA). The cut-off score for the SLLA will be 158.

Institutions will not be able to recommend applicants for an administration license under Rules 2002 until after July 1, 2003. Institutions may give applicants a choice of being recommended under Rules 46-47 or Rules 2002, providing they have completed a standards-based program. However, if the applicant chooses to be recommended under Rules 2002, they will not be able to receive the license until **after** July 1, 2003. Applicants, who select to receive a license under Rules 46-47, will be required to meet all Rules 46-47 pre-requisites. In addition to meeting the administration content standards, applicants who opt for a license under Rules 2002 must meet all developmental standards and will be responsible for completing all requirements for the two-year initial license (if available, including a two-year beginning administrator assessment program with successful completion of a mentorship and portfolio).

## **Transition to Teaching and Special Education**

As reported in the November 18, 2002 article in the *Indianapolis Star*, there are currently 418 individuals enrolled in Transition to Teaching programs. Elementary education has the largest enrollment with 144 followed by science with 61 participants.

Currently, there are no specific transition to teaching programs for special education. There are no provisions in either the statute or the rules that prohibit an approved program from offering a transition to teaching program in special education. With transition to teaching, a person is not required to already hold an instructional license.

## **Continuing Education Pilot for Building and District Administrators**

The University Consortium for School Leaders is seeking licensed but non-practicing participants for the pilot project on professional growth plans for building and district administrators for license renewal. Participants should hold a valid Indiana administration license that expires in the next five years or through 2007. Participants must not be actively employed as a school administrator. The pilot will begin in December and be completed by June 2003. Those who complete the pilot will be able to renew their administrative licenses.

If interested in participating or if you have questions, please contact Marie Theobald at [mtheobald@psb.state.in.us](mailto:mtheobald@psb.state.in.us).

## **Paraprofessionals**

The US DOE has published draft non-regulatory guidelines for paraprofessionals as described in No Child Left Behind. <http://www.ed.gov/offices/OESE/SASA/paraguidance.pdf> is the web site for the pdf version of the document.

*If Indiana students are to achieve high standards, there must be competent, caring, qualified educators to get them there.*

